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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * NOVEMBER 1965

- FARM MANAGEMENT FOR LOW-INCOME FARMERS
- INTERNATIONAL EXTENSION CONFERENCE
- 4-H LEADER TRAINING BY MAIL
- MAKE GEORGIA BEAUTIFUL
- VISTA TRAINING • FARM
- SAFETY

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE

REVIEW

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CONTENTS

Page

- 3 Guiding Principles Featured at International Extension Conference
- 4 Teaching Farm Management to Low-Income Farmers
- 8 How Extension is Helping Make Georgia Beautiful
- 12 Programming 4-H Leader Training
- 14 We Are Responsible for Farm Safety
- 15 Extension Helps in VISTA Training
- 16 From the Administrator's Desk

EDITORIAL

Significant information bears repeating.

Here are some facts and figures from USDA's "Background On U.S. Agriculture" (Leaflet No. 491—Revised June 1965) that show the tremendous thrust of agriculture in the Nation's economy:

- Farming employs six million workers. That's more than the combined employment in transportation, public utilities, the steel industry, and the automobile industry.
- Three out of every ten jobs in private employment are related to agriculture.
- Six million people have jobs providing the supplies farmers use for production and family living.
- Eight to ten million people have jobs storing, transporting, processing, and merchandising the products of agriculture.
- The United States is the world's largest exporter of agricultural products.
- Farmers spend nearly \$30 billion a year for goods and services to produce crops and livestock. And they spend another \$12 billion a year for the same things that city folks buy—food, clothing, drugs, furniture, appliances, and other products and services.

The facts and figures cited are just a few among the many that are in the leaflet. The others are also significant. All told they add up to an impressive and objective picture of our Nation's agriculture. This is a picture that needs to be kept before all of our people.—WAL

Guiding Principles Featured at International Extension Conference

by JOHN L. PATES, *Extension News Editor, South Dakota*

CULTURAL differences between countries which dictate varying educational methods, but a united concern for helping people farm and live better, characterized discussions at the International Conference of Extension Leaders at the South Dakota State University in early August.

Seventy-five agricultural and extension leaders from 43 countries spent a solid 2 weeks at South Dakota State University, Brookings, sharing principles of informal adult and youth education. After July orientation sessions in Washington, D. C., they traveled to Brookings via Ohio and Indiana where they observed county Extension workers in action. On their way back to Washington after the 2-week seminar they visited Iowa State University, viewed Extension work with low-income groups in St. Louis, Missouri, and studied rural resource development work in Paintsville, Kentucky.

Djaffar Rassi, former director of Extension in Iran, summed up the feelings of many participants saying, "Education principles are the most important foreign aid the United States can offer."

South Dakota Extension Director John T. Stone, general chairman of the conference, outlines major objectives of the seminar:

"The first was to provide those with extension-type education leadership responsibilities in various counties an opportunity to get together and become personally acquainted. A second objective was to identify, describe, and define basic educational, operational, and organizational principles which may have universal application for the administration of extension programs anywhere in the world."

Throughout the conference discus-

sion leaders as well as participants were quick to point out the wisdom of sticking to guiding principles rather than trying to transplant specific techniques from one country and its culture to problems of another.

Discussions revealed some of the real problems which face these education pioneers. These problems are well expressed in the seminar youth committee report.

"The major resource of every country is its people. So long as this resource remains underdeveloped, all other resources of the nation must be less fully utilized. Inadequate education, low levels of nutrition, poor health and sanitation, disease, and other problems continue to plague the people of every nation. All countries must continue to search for ways to help every citizen reach his highest potential. Extension can and must serve these needs through rural youth programs."

The report went on to point out that the educational work of worldwide extension through rural youth programs such as 4-H, 4-C, and 4-S is a major means of supplementing the efforts of schools and other developmental agencies in preparing young people for responsibility in a complex, changing world.

Similar needs were faced realistically by the home economists. Granting that principles in education are important, the ladies discussed roadblocks to carrying out educational programs with women. They wrestled with questions such as the need for research to determine problems that exist and the need for training and education to develop leadership.

Recognizing the cost involved, the group recommended that countries continue or at least begin simple studies and evaluations on which to

base programs. These may develop and eventually culminate into real research projects in different home economics areas and can help determine the best teaching methods. So important is research to the furtherance of good home economics programming it was recommended that this topic be the focal point of any future international conference dealing with the "home" aspect of extension work.

Dr. Stone said a third objective was to develop some proceedings from this conference that would "help facilitate a continuing exchange of ideas and pertinent information among extension leaders."

Such a report is being made. It includes a brief status report of extension programs in many participating countries; it will list major educational programs and objectives; it will include charts to help interested countries set up an organizational procedure; it will list titles and job descriptions of key extension leaders and it will include common professional terms used in different countries.

In his talk Dr. Stone suggested that such a summary might include recommendations for improving the effectiveness of agricultural, home economics, and youth extension programs throughout the world.

The conference participants recommended the establishment of a worldwide extension organization. The sectional report of Extension administrators suggests that such an organization would accomplish three primary goals: It would promote and improve the exchange of ideas, experiences, techniques, methods, and assistance in the fields of extension work. It would help strengthen and advance professional qualifications of extension workers throughout the world. It would help develop a greater concept of extension work as a scientific profession. The administrators appointed a committee comprised of one representative from each of the five continents represented to study the formation of such an association. □

Teaching Farm Management To Low-Income Farmers

by CHARLES R. PUGH, *Extension Economist
In Charge of Farm Management and Public Affairs
North Carolina*

This article is based largely on deliberations of the Southern Extension Farm Management Committee.

EDUCATION is universally agreed to be the core of any permanent solution to the poverty problem. There are overwhelming circumstances that require the Cooperative Extension Service to apply its teaching skills in agriculture in this direction:

1. Low-income people lack the resources for private investment in education. Therefore, public-supported educational avenues, often informal in nature, are called for.

2. There is a general social commitment, as voiced through recent public programs, to alleviate the poverty problem. The Economic Opportunity Act and the Appalachian Regional Development Act are just two of a myriad of examples.

3. The incidence of poverty in rural areas is greater than in nonfarm areas. According to the 1960 Census of Population, 47 percent of the rural farm families in the United States received less than \$3,000, compared to 21 percent of all families. Obviously there is no single income figure that clearly distinguishes between destitution and prosperity. Yet, after an adjustment for differences in costs of living, the preponderance of low incomes in rural America cannot be overlooked.

The experience of Extension in working in agricultural education is well established. The challenge presented is to mobilize a comprehensive educational program to focus on the total problems of rural areas.

A logical first step in planning an appropriate educational program is to identify the characteristics of low-income farm people. Briefly, the following factors are commonly associated with low-income farmers:

1. The concentration of low-income farms is in the South. (The Southern region is herein defined as the States of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.) Table 1, derived from the 1959 Census of Agriculture, shows that 32 percent of all farms in the South were categorized as Classes V and VI, compared to 26 percent in the Nation. In addition, the South has a large share of part-retirement



Common characteristics of low-income farmers are shown above: older ages that inhibit shifts in jobs, a low educational level, and limited resources for farming.

farms. (Farmers in Economic Classes V and VI have farm sales of less than \$5,000, yet depend largely on agriculture for their income. Farms grossing less than \$2,500 and operated by persons 65 years and older are classified by the Census under noncommercial farms as part-retirement farms, and therefore are excluded from Classes V and VI.)

Table 1. Farms by Economic Class, 1959

	South		United States	
	Number	% of Total	Number	% of Total
All farms	1,570,735		3,707,973	
Commercial farms	879,297	56	2,416,017	65
Grossing less than \$5,000	508,061	32	966,631	26
Class V	269,892	17	617,677	17
Class VI	238,169	15	348,954	9
Noncommercial farms	691,438	44	1,291,956	35
Part-retirement	218,597	14	404,110	11

2. Operators of low-income farms tend to be older than the average farm operator. A relatively large share of the operators of Class V and Class VI farms are nearing retirement age. In the South, 31.2 percent of these low-income commercial farm operators are between 55 and 64 years as compared to only 26.6 percent of all commercial farm operators. By definition, part-retirement farmers are over 65 years of age, yet are dependent upon sales of farm products as a major source of income.

3. The educational level of low-income farm people is below average. According to the 1960 Census of Population, 8 out of 10 (81.5 percent) rural farm males in the South with 8 years of school or less had net incomes under \$3,000. Of those who had completed 4 years of high school or more, only 4 out of 10 (41.4 percent) reported incomes under \$3,000. These data indicate the association of poverty with low educational achievement.

4. The physical resources available to low-income farmers restrict their income potential in agriculture. As shown in Table 2, the quantity of land and capital on Class V and VI farms in the South is less than 40 percent of the level of all commercial farms.

5. As implied in current discussions of the "cycle of poverty," low incomes may induce a sense of despair, which may affect the motivation of future generations. The concern embodied in many development programs, such as the Economic Opportunity Act, is to provide a stimulus for self-improvement. For example, a reduction in school dropouts may help assure better training of youth for employment opportunities.

Table 2. Characteristics of Farm Resources by Economic Class of Farms in the South, 1959

	All Commercial Farms	Class V and VI Farms
Average size of farm, acres	331	127
Cropland harvested per farm, acres	82	31
Value of land and buildings per farm	\$31,918	\$12,308

These characteristics of low-income farmers imply that an appropriate educational program must reach people in older age groups who have below-average educational levels and must recognize the limited productive resources which they currently have available.

It is frequently stated that "what counts isn't what you say but how you say it." Such may be the case for an educational program for low-income farmers. The content of relevant subject matter may not be different in kind from topics appropriate to the most progressive farmers. The distinctiveness of a program for low-income people probably lies in the context in which information can be effectively utilized and the severity of problems facing people in poverty.

In studying educational possibilities with low-income farmers, the Southern Extension Farm Management Committee listed some of the questions facing people in agriculture. In turn, the committee considered special applications to educational work with low-income farm people. The summary of the findings which follows may suggest a framework for educational programs on a broad front.

Are the best opportunities in farming or in other occupations? Improvements in agricultural technology mean that

Demonstrations on low-income farms may attract the interest of others. The All-Practice Demonstration seeks to combine all recommended practices in one project.



less manpower is required for the production of farm commodities. Therefore, one adjustment which will be made by many farm people is to seek nonfarm jobs on a part-time or full-time basis. Those on low-income farms who are young enough and can respond to training may especially consider this alternative.

Extension agents and specialists can assist other agencies in making people aware of the growing job opportunities, their location, training needed, and where such training can be obtained. Guidance in systematically evaluating employment alternatives for low-income people is especially appropriate. The Career Exploration 4-H project pioneered by farm management specialists, embraces the type of subject matter which should be emphasized with younger low-income farm people.

How can adequate resources be obtained? Many low-income farm people will probably stay in agriculture. Due to their low resource base, their progress requires an expansion of the size of farm operation. Educational work can emphasize the many methods which might be employed to expand farm resources and the conditions in which each is suitable.

Farm management specialists and county agents have provided training on many methods of acquiring resources. With respect to credit, educational programs have been focused on investing funds in the types of farm activities which yield the highest returns. People with limited re-

sources should note that hired machine work and contract farming are techniques for acquiring use of resources owned by others. Estate planning may be used to transfer property between generations and prevent farms being split into successively smaller units which would aggravate the poverty problem within agriculture. A final alternative is rental of land which permits the low-income farmer to concentrate his limited capital on machinery, livestock and operating expenses.

How can resources be most effectively used? Similar to other farmers, low-income farmers need information to help them choose the more profitable techniques of production, better enterprise combinations, and use of idle or underemployed resources. The record of the Extension Service in encouraging more efficient rates of production is well-known. In turn, farm planning can be taught to show low-income farmers how to figure costs and income associated with changes in their use of their resources.

The All-Practice Demonstration has been used as an effective educational technique in North Carolina. This approach embodies the use of all relevant production practices on a given commodity. Initially, Extension personnel, research workers, and interested industry representatives plan the components of an All-Practice Demonstration. Subsequently information is provided to county agents to use in setting up the demonstration.

For example, a notebook was given to agents and pe-

A strawberry production and marketing project is underway in one county under the Economic Opportunity Act.



This group is seen viewing a soybean All-Practice Demonstration conducted by a former Extension agronomist.



riodic revisions and additional material have been added to give guidelines on All-Practice Demonstrations in swine. Experience in some fields has shown that the deliberate choice of a low-income farmer to demonstrate recommended practices increases the interest of neighbors of the same economic class.

The use of intensive enterprises on low-income farms fits the resource situation of this group. For example, a strawberry production and marketing project has been an integral part of the comprehensive development program in Craven County, North Carolina. This county has engaged in a wide range of projects under the Economic Opportunity Act. Special educational work on the production of strawberries on low-income farms has been focused on expanding the volume of business on farms with limited acreage.

These examples of working with low-income people to improve their resource use emphasizes the necessity of identifying low-income people as individuals. Inasmuch as they are often not involved in typical lines of communication such as publications, radio, and attendance at meetings, educational work on an individual basis must be aggressively conducted.

How can business management skills be improved? Farmers who have produced little for sale may be inexperienced in activities of the business world. Yet, to improve their economic position, they especially need to keep and

Educational materials for All-Practice Demonstrations are disseminated for livestock as well as for crops.



analyze records, make long-term plans and be able to execute necessary legal documents.

Simple record systems may encourage the habit of record keeping and develop skills in business analyses. Better records can help identify needed changes in the farming business and provide a tool for better management of the limited family income.

Extension assistance to low-income people in farm planning is a challenging area. The past performance of low-income farmers gives them little basis for knowing the type of production that might be expected under good management. In turn, due to poor education, such farmers may not be able to learn complicated planning techniques. Yet, they can profit from an analysis performed by Extension agents if the plan is developed in simple terms and periodic follow-up provided. Budgets such as those prepared in many States showing resource requirements for specified income levels can serve as a point of departure.

Another example of education to improve business skills is training schools on income tax. Information on filing returns has helped many older operators on low-income farms qualify for Social Security. Continued efforts to improve business skills are essential to improving the financial position of farm people.

In viewing the previous questions as relevant to low-income farmers as well as others in agriculture, it is noted that the primary distinction depends upon how the information is presented. Educational programs must cope with the circumstances which low-income people face. Much of the experience to date has shown personal contacts to be advantageous. However, Extension resources may not be adequate to simultaneously work with all low-income farmers intensively.

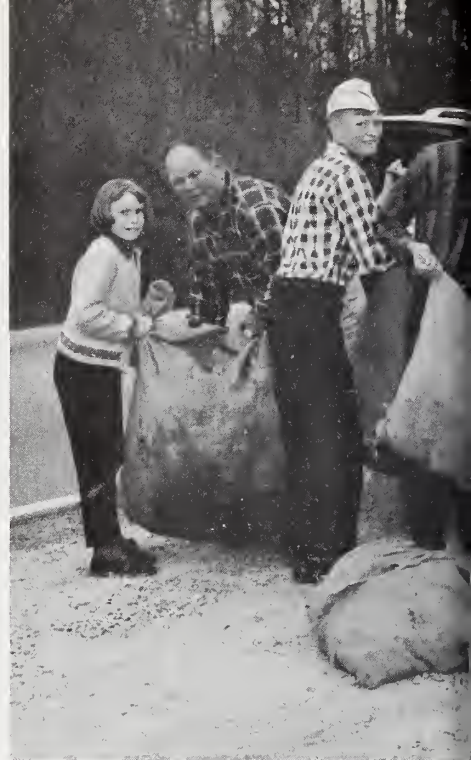
In allocating Extension resources, it becomes necessary to make a hard choice between intensive work with a relatively small number within a county or within a State with the expectation of moving on to others at a later date. Obviously there is a possible byproduct where progress achieved by one low-income family provides a stimulus to improvement by others.

The alternative to individual work is to experiment with group educational devices and make some breakthroughs on getting low-income people to participate in group activities. It is recognized that a total development effort such as planning on a community, county, or area basis can benefit low-income people by generating new economic activity. Therefore, group and individual educational work can complement each other.

The problems of low-income farm people are not attributable to any single source. It, therefore, follows that educational programs must be imaginative and focus on the myriad of problems encountered by individual families. In this manner, low-income people will be convinced there is a genuine educational effort to help them. □



The opportunity to do some Extension teaching during "Make Georgia Beautiful Week" was not overlooked. Above, a county agent shows 2 4-H'ers how to properly plant a seedling. Below, because this young lady is developing an interest in beautification at an early age, the idea will probably stay with her all her life.



how extension is helping . . .

Make Georgia Beautiful

THE University of Georgia Cooperative Extension Service and the Georgia State Department of Industry and Trade teamed up January 24-30, 1965 to sponsor and conduct "Make Georgia Beautiful Week."

The program, needless to say, did not make Georgia a "perfectly beautiful" State. So now January 1966 has been declared "Make Georgia Beautiful MONTH."

Thomas G. Williams, Jr., head of Extension's landscape department, and Bill T. Hardman, director of Industry and Trade's tourist division, described the new program as "an extension and an expansion" of the week-long effort.

Although the earlier try was not 100 percent effective, it did (according to reports from county agents) achieve these tangible results: 413,762 dogwood trees planted; 94,272 other ornamental trees set out (an unexpected, but pleasant, side effect); 937 miles of streets and highways "policed;" 362 truckloads of litter picked up.

Not bad, when you consider the goals of "Make Georgia Beautiful Week" were merely to plant 300,000 dogwoods and have an "anti-litter day" on Saturday.

LITTER BARREL



In Troup County 10 teams—each composed of four 4-H'ers and one leader—"policed" Federal highways and picked up a truckload of trash each mile.

Extension workers reported more requests for subject-matter information.

by VIRGIL E. ADAMS, *Extension News Editor, Georgia*

The intangible results may be even more significant. The program helped Extension and Industry and Trade develop a closer working relationship and it enabled both agencies to reach a Statewide audience with something that falls into the same category as better schools, churches, and motherhood. Nobody was against "Make Georgia Beautiful Week."

Certainly not the Georgia press. Each of the State's approximately 200 weekly newspapers and 30 dailies ran an average of four stories and one editorial. Columnists on the larger papers got in on the act too. And many editors ran full pages or special supplements, taking advantage of the promotion to sell "tie-in" advertisements to nurseries.

The agents' reports indicate 2,331 organizations and clubs cooperated in the campaign. An estimated 136,499 people were involved.

"Best public relations for Extension I have ever seen," said Johnny Stowe, county agent in Polk County.

"Planting dogwoods and picking up trash is going to help," wrote the editor of one weekly newspaper. "But

if this special promotion gets us to thinking beautiful thoughts about our beautiful State," he added, "we are likely to start acting that way."

He wound up his editorial this way: "And we suspect that's what the Extension people and the Industry and Trade folks had in mind when they selected the 'Make Georgia Beautiful Week' theme."

Mr. Williams credits county agents and Extension home economists for the success of the campaign. Working with 4-H members, homemaker groups, garden clubs, civic clubs, chambers of commerce, and other organizations at the community and county level, they got the job done.

But the agents had plenty of ammunition with which to do it. "Make Georgia Beautiful Week" promotion kits, including ideas and suggestions for organizing and conducting the dogwood planting spree and the anti-litter campaign, were prepared well in advance. Also included in the kits were two "fill-in" (localized) news releases, a suggested editorial, a feature on dogwoods, and "how-to" leaflets on using dogwoods in the landscape, planting them, and controlling insects and diseases. Nearly 100,000

copies of the educational material were distributed to the public.

The kits were passed out to agents at the annual State Extension Service conference in October. Williams was given time on one of the general assembly programs to plug "Make Georgia Beautiful Week," and then members of the "Beautiful Week" committee met with the county workers in district groups to explain how to get maximum mileage out of the kits.

The Georgia Forestry Commission cooperated in the program by agreeing to make its 300,000 dogwood seedlings (the original planting goal) available at a special low price of 3¢ each. When the Commission's supply was exhausted and some counties had not filled their needs, a "run" was made on dogwoods at nurseries in Tennessee. Well over 100,000 seedlings were shipped in from the Volunteer State. Still there were not enough dogwoods to go around, and this probably led to that pleasant side effect—planting 94,272 other ornamentals.

In most counties a 4-H, civic, or garden club purchased a supply of the dogwoods and was in charge of distributing them during the week. In Cobb County several thousand seedlings were "heeled in" at the fairgrounds, and County Agent Ernest Wester arranged for 4-H'ers to be on hand to give demonstrations on proper planting methods when people came by to pick theirs up.

The effects of "Make Georgia Beautiful Week" were in evidence long after the special observance. An automobile dealer in Athens, after he had observed 4-H'ers participate in the anti-litter campaign, called the county Extension agents and asked that he be allowed to present litter bags to all 4-H members in the county.



The "anti-litter day" was held on Saturday to climax the entire "Make Georgia Beautiful Week" program. Thousands of 4-H Club members became a "task force" to "police" highways all over Georgia. They picked up trash, cans, bottles, and anything else that marred the landscape.

Eighty 4-H'ers and 25 adult leaders from Bibb and Jones Counties met at the county line and cleaned the 15 miles of U.S. Highway 129 between Macon and Gray, the county seats. Five State Highway Department trucks hauled away three loads of litter apiece. One city garbage truck from Macon was filled four times. Three adult local 4-H leaders used their pickup trucks, each hauling four loads of litter.

"Anybody who can keep on throwing trash out, after seeing these kids pick up after us, deserves a trashy society," declared the editor of one of the local newspapers.

In most counties each 4-H'er was responsible for one-half to one mile of highway. Adult leaders would put out two club members about a mile from the city limits, drop off two more a mile further down the road, and so on to the county boundary. Obeying the law and following the recommended safety practice of facing the traffic, the youngsters covered both sides of the road, depositing the trash at designated points along the way.

In Troup County, where E. T. Evans, Jr., is county agent, 10 teams, each composed of four 4-H members and one adult leader, "policed" the Federal routes and picked up one truckload of trash for every mile of highway.

City streets, vacant lots, parks, church and school grounds, and public property were not neglected on "anti-litter day." While senior 4-H members and their leaders were patrolling the highways, junior members were cleaning up in town.

During "Make Georgia Beautiful Month" next year, however, all the 4-H'ers will work inside their own communities and city limits, and will leave the "policing" of State and Federal roads to Highway Department personnel. No youngster was hurt during the anti-litter campaign this year, but many parents, leaders, and Extension workers didn't "breathe easy" until the day ended and all the kids were off the highways.

"Make Georgia Beautiful Week" gave us a head start in the national program for natural beauty, according to Williams. And "Make Georgia Beautiful Month" was being planned before the big national push for beautification began. The success of the program a year ago is expected to be small compared to the 1966 effort. "The national emphasis has given us added incentive," Williams stated.

Seven other State agencies and organizations have pledged their support to the upcoming program, and have been represented at several planning meetings already held in Atlanta. They include the Georgia Forestry Commission, State Highway Department, Georgia Nurserymen's Association, Garden Club of Georgia, Women's Club of



In many counties dogwood seedlings were "sponsored" by civic organizations and commercial firms. A bank official in Clarke County purchased 1,000 dogwoods and then passed them on to 4-H Club members for distribution.

Bibb County and Jones County 4-H Club members meet at the county line to pick up the 15 miles of U.S. Highway 129 between the two county seat towns of Macon and Gray.



Georgia, Associated Industries of Georgia, and State Department of Education.

Williams said the emphasis will again be on tree planting and anti-litter campaigns. But many counties, just as Clinch County did this year, are expected to come up with alternate programs that fit their needs better.

Instead of planting dogwoods and picking up litter during "Make Georgia Beautiful," Clinch Countians devoted their efforts to moving and clearing away auto junkyards within the city limits of their county seat, Homerville. One such area was completely cleared, according to County Agent Howard Harrison, and others were vastly improved.

Several agents say their counties will tackle the removal of abandoned, rundown houses and barns (shacks) during "Make Georgia Beautiful Month" in 1966.

The Forestry Commission will again have an estimated 300,000 dogwood seedlings for distribution during the on-coming planting season. Forty thousand redbud trees are available too, and most of these are expected to be planted as a part of the "Make Georgia Beautiful Month" effort.

In addition, the Forestry Commission will have nearly 49 million seedlings of 22 other species of trees. Some of these—particularly cedar and Arizona cypress—might

have good landscape use in screening junkyards and trash dumps, according to Williams.

Lists of seedlings available for planting this winter, along with instructions on how to order, have been distributed by county Extension agents to organizations and individuals interested in the beautification program.

The planting of crape myrtle and magnolia, not grown in Forestry Commission nurseries but available from commercial firms throughout the State, is also encouraged.

Program ideas and suggestions, including the best of "Make Georgia Beautiful Week" and some new ones, have been prepared for county agents and Extension home economists. Their offices, Williams said, will serve as "Make Georgia Beautiful Month" information centers in the counties. In nearly all cases the agents are coordinating local efforts.

Beautification has long been a State policy in Georgia, and the Extension Service—through community improvement programs, 4-H landscape projects, and work with garden clubs—has been trying to do something about it for years. But Extension really got going during "Make Georgia Beautiful Week," January 24-30, 1965. The momentum is expected to pick up considerably during "Make Georgia Beautiful Month," January 1966. □

Programming 4-H Leader Training

by MARIAN O. LARSON,
*Assistant State 4-H Leader
Minnesota, in cooperation with
Extension Agents in Aitkin
and South St. Louis Counties*

“WE DON’T HAVE TO WORRY about missing a meeting because of the weather. It’s fun to expect something in the mail and get it.”

“This type of training is very good as I think most of our leaders are involved in other organizations or working and time is very precious. This studying can be done at any time and the material saved for reference.”

These comments from two South St. Louis County 4-H Club leaders are similar to those from leaders in 12 other Northeast Minnesota counties who participated in an experiment in programmed learning for organization leaders of local 4-H Clubs.

In South St. Louis County 80 4-H leaders enrolled in the basic course for 4-H leaders. Sixty-six percent completed all 7 units. Aitkin County had 56 beginning the program but only 18 had completed at the time the evaluation meetings were held.

In the northeast section of Minnesota volunteer leaders frequently reside 30-40 miles from the county seat and find difficulties in attending meetings. “I am housebound with three preschoolers and usually lack transportation so meetings are difficult for me,” is typical of many community-minded friends of 4-H who are interested in working with young people.

Research studies point out the basic needs of first year 4-H Leaders. For that reason units containing the information identified by leaders as being the most needful were included:

4-H Club Work. What are clubs, the roles of various leaders, and some historical facts about 4-H.

The New 4-H Club. The step-by-step procedure for one successful method of organizing a club—building community interest, the first meeting, duties of officers.

The Club Meeting. Planning for variety and balance, conducting the meeting, the leader’s role with meetings.

Projects and Records. Learning by doing, project selection and record-keeping.

Planning Program. Involving members, parents, and leaders; planning for year-round activity.

Parent and Community Support. Worthwhile ways in which parents can assist the local club, relationship between club and community.

4-H Demonstrations and Recreation. Why 4-H’ers demonstrate, planning the demonstration, recreation in the local club.

Preliminary to launching the course, the county Extension agents had introduced it and explained its operation to the leaders through personal contact (individually or at meetings), by correspondence, or by telephone.



This 4-H Club leader finds the next unit in her mailbox.

Ideally, a pattern was stabilized in this County Extension Office with mailings to the leaders on a given day. Leaders were urged to establish a specific time to devote to the course. Realistically, however, enrollees liked the flexibility of being able to do it at their own convenience. Some designated after breakfast when the youngsters had left for school and father was at work, as the ideal time. Others preferred evenings.

Each unit included some special learning experiences, for example, completing a checksheet rating the monthly meeting or the program planning process. In addition, questions pertaining to the topic were included with each unit. These were guides to comprehension rather than test questions and connected the content to the local club and community. After completing this form, the leaders returned it to the county Extension office with any comments or questions.

The forms served as a progress report to the agents and gave participants an opportunity to ask many questions about that portion of the course or about club work in general. Thus, agents had a chance to focus on the individual and county situation and answer questions which often leaders hesitate to ask in a public meeting.

"Can two members of one family hold office in the same year?" asked an Aitkin County 4-H leader. "Do you have any information that would be helpful in getting boys and girls to express themselves more freely?" "Should we have project meetings for all projects?" "I wonder what more I could have done to help a boy or girl who dropped out of 4-H." "When is the best time to start a new club?" "We have a problem with our meetings not starting on time. The same two members are late every-time. What can we do?" "Is there a bulletin on proper clothes for all occasions?"

These problems are pertinent to the people. A local leader expressed her views on the value of feedback between agent and leader when she said, "your answers to the various questions we asked really gave the most concrete facts."

The leaders' reactions to programming their training varied considerably with tenure and the leadership structure within the club. New leaders, on the average, felt the whole course was helpful and have kept each lesson for reference in the future. One leader said "it's hard to single a part as most helpful. I'm a newcomer, so all was beneficial. In my role as a clothing leader, the parts on projects and records, and 4-H demonstrations were of most direct interest to me."

"Having been in 4-H helped, but this course brought the programming up to date," said another novice.

A more experienced leader stated, "It is good to review the way a club meeting should be conducted—might be in a rut," and one who had already received the award of the gold clover for 10 years of effective leadership said, "I liked it because I didn't have to run to town (16 miles) and I got just as much out of it."

Mr. and Mrs. Verle W. Raatz, Aitkin County organization leader and project leader respectively, work together.



What do Extension agents think? Mrs. Mavis McGuire, Aitkin County Home Agent, claims that new leaders felt this was excellent material and the more experienced leaders felt it was a good review. They especially liked the program planning lesson.

In South St. Louis County, Ken Neeser, Acting County Extension Agent, asserted that the leaders liked being able to take the course at their own convenience and without attending meetings but would like more specific helps for project leaders. (This program was developed for organization leaders but was used by project and activity leaders as well.)

Where does this programmed learning go from here? In South St. Louis and Aitkin Counties, and in the other Northeast Minnesota counties, it will continue to be a basic component in the training program of new 4-H Club leaders. Meetings combined with the home study approach will be seriously considered. Leaders have identified a need for meeting together also to share ideas and methods. A meeting at the outset and at the conclusion would probably increase the impact of the program.

Other strengths of this type of leader development worthy of note include the flexibility in the timing. A series of meetings usually given at a specific time invariably encounters conflicts with other activities in the community. The "at-home course" can be given to available leaders and repeated as additional new leaders are added to the rolls. It is a ready reference to keep for constant referral as new problems and situations arise. Additional references are cited for each unit including readings in the *Minnesota 4-H Leaders' Handbook* and other Extension publications.

On the minus side, timing might also be a problem. In Aitkin County, this past year, the weather played a subversive role. There were days when the enrollees found it impossible to get the mail because of the heavy snows and then the flood waters.

Another weakness noted was the lack of personal contact with fellow leaders and with the Extension agents. Closely related to this was the time lapse from question to answer as this procedure was also handled with the assistance of the Post Office Department. The procedure was also quite time consuming for the Extension staff as each leader's report had to receive individual attention. The agents checked the leader's understanding of the information, responded to questions, and sent additional subject matter that was requested.

Someday someone may find the ideal recipe for leader development—be it programmed learning, television training, leader lessons, individual visits, or a combination of these and many hitherto unheard of methods. But programmed learning for 4-H leaders will surely be expanded. This type of home study training may well become one of the significant methods of the future. □

We Are Responsible for Farm Safety

by RALPH E. PATTERSON, *Agricultural Engineer*
Division of Agricultural Science, Technology,
and Management, Federal Extension Service

ARE WE REALLY working to reduce farm accidents, or just giving lip service to safety? What do we say when asked, "What are you doing to make farm living and working conditions safer?" Honestly now, what are YOU doing? Too often this is a "hot potato" to be dropped immediately or a "buck" to be passed. Surely, you wouldn't reply that John Doe is the "Safety Specialist" or chairman of the safety committee and you have nothing to do with safety.

SAFETY IS EVERYBODY'S BUSINESS. Safety should be a part of all Extension work and all Extension programs. Yet, too often, it is left out completely or added briefly as an afterthought. We rationalize like the non-voter and say it probably won't make any difference anyway. But it has been proven many times under many circumstances that where there is an active safety program, there the accident rate is reduced. Also, where there is no accident prevention program, the accident rate does go up.

One example is shown in Minnesota: Farm accidents were cut in half in the 15 years from 1949 to 1964. How? By a well-planned, coordinated safety program under the leadership of a full time safety specialist, Glenn Prickett. The entire Extension staff in Minnesota working with all individuals and organizations interested in farm safety did it. Safety programs do pay. Another example from Georgia indicates they have reduced the number of drownings approximately 50 percent this year over last year by an aggressive coordinated water safety program.

Growing two blades of grass where only one grew before is very important but helping the farmer grow them SAFELY is also very important. And we are responsible. How does a man benefit if all his barns and granaries are filled but he is killed filling them?

How can we better fulfill our responsibilities? Some suggestions which have worked in other States are:

- Plan to include specific safety suggestions in every program.
- Include a safety slide in every subject-matter slide presentation where feasible.
- Include safety in every subject-matter publication.
- Consult with the safety specialist or safety committee for suggestions in specific subject-matter area or county.
- Use mass media to alert and remind farm families how to work and live more safely.
- Cooperate with other agencies on all national safety weeks.

National safety weeks of importance to Extension and to farmers are:

Poison Prevention Week—Third full week in March—Designed to reduce accidents caused by all types of poisons, including agricultural chemicals. Sponsors: National Clearing House for Poison Control Centers and USDA.

Spring Clean Up Week—No specific week nationally but usually in May—A clean farm is a safer farm. Sponsors: USDA and National Fire Protection Association.

Safe Boating Week—Week contain-

ing July 4—All types of safety relating to this rapidly-growing recreation. Sponsors: National Safety Council, United States Coast Guard, and others.

Farm Safety Week—Last full week in July—concerns all types of safety on the farm. Sponsors: USDA and National Safety Council.

Fire Prevention Week—Week containing October 9 (anniversary of Chicago fire)—Each year concentrates on one specific subject relating to fire prevention plus some general ideas on fire prevention. Sponsors: USDA and National Fire Protection Association.

Specific safety week kits containing information, ideas, news releases, posters, and other helps are available for each week.

Two current specific safety projects receiving national emphasis are the "Slow Moving Vehicle Emblem" developed at Ohio State University and "Drownproofing," a method of survival floating. The first is now well underway and the latter is being developed specifically as a part of the 1966 safety emphasis on recreation in 4-H.

Be assured that practicing safety and including it as a vital part of subject-matter presentations does help prevent accidents. We are responsible for teaching "THE SAFE WAY."

When we hear or read of a fatality or accident in our area ask, "What could I have done to prevent it?" Then do it to prevent similar accidents. But better yet let us start now to improve our programs safety-wise. □

Extension Helps in Vista Training

by F. W. HOWELL, *Extension Information Specialist, Montana*

Top, a VISTA trainee reads to a group of Indian children from Busby as her partner looks on. Bottom, Mrs. Rose Medicine Elk shows this trainee how to make Indian fry bread.

BECAUSE of its experience in working with Indians and its competence in adult education, the Cooperative Extension Service of Montana State University, Bozeman, was selected by the VISTA Program of the Office of Economic Opportunity to train 44 VISTA trainees for volunteer work on Indian reservations.

These trainees requested work with Indian people when they signed up to become Volunteers in Service to America.

Those selected as volunteers from among the 44 trainees at the conclusion of the training program are now working on Indian reservations in Minnesota, South Dakota, Arizona, New Mexico, North Carolina, Florida, Washington and Montana. The assignments were in response to requests from the Indian tribes for help in the areas of home management, health, and sanitation, recreation, youth, and adult education, preschool programs, and community programs.

The training was in three phases. Phase One was an on-campus session at Bozeman for 9 days. This included understanding Indian culture, methodology of working with other cultures and sources of information for sharpening technical skills.

Phase Two was field training on Crow and Northern Cheyenne Reservations for 3 weeks. Trainees lived and worked in Indian villages to enhance their understanding of methodology of working with Indians and to help them determine needs as the Indians see them.

Phase Three was again on the MSU campus for 5 days for final training and assignment. □



From The Administrator's Desk

We Ought To Say "Thanks"

We in the Federal Extension Service have many responsibilities that we can carry out only with the cooperation of State and county Extension workers—responsibilities to the American people through the President and through the Congress.

As you do your job you are helping us in FES carry out our responsibilities—and now and then you are called on for some special effort. We in FES ought to say "thanks" more often than we do. I would like to get caught up and say:

Thanks to those agents in 733 counties who during the last year have recognized a special responsibility and opportunity to be of service and have helped groups develop Community Action Plans under the Economic Opportunity Act.

Thanks to those agents who on short notice helped get "Project Head Start" going.

Thanks to those workers who helped some needy young people see their opportunity in the Job Corps or obtain training and employment in the Neighborhood Youth Corps (3,045 Neighborhood Youth Corps youth were employed by Extension last summer).

Thanks to those workers in over 400 counties who are going through a change of offices to comply with the Civil Rights Act.

Thanks to the thousands of Extension workers whose

work has been directly affected by the Civil Rights Act, for facing squarely the necessities of change and going about it with responsibility and good judgment.

Thanks to the agents who have invited additional groups of agents to membership in their associations.

Thanks to the workers who through pilot projects or in their regular work have been trying out new ideas, seeking ways to serve new needs or carry out old objectives better.

Thanks to those who have recognized the special problems and needs farm and rural people have today and who have taken initiative to do more about them.

Thanks for giving special attention to the special problems of low-income people, the aging, the handicapped, people struck by disaster.

Thanks for so carefully reporting those statistics in that lengthy and complex annual statistical report.

Thanks for so quickly and so cheerfully providing all those extra reports and statistics we have asked for lately.

Thanks for "going the extra mile," for not waiting "for John to do it."

Thanks for the many things that make Extension a vibrant, dynamic, responsive and responsible organization—
Lloyd H. Davis